

ROSS VALLEY SCHOOL DISTRICT

INSTRUCTIONAL ASSISTANT – Individualized Services

(Home- Pre-School-, or School-Based Setting)

SUPERVISION EXERCISED AND RECEIVED:

Under supervision of the Principal and/or Director of Student Services.

DISTINGUISHING CHARACTERISTICS:

Under the direction of the Resource Specialist, Special Day Class Teacher, School Psychologist, or Speech and Language Therapist, reinforces instruction, assists in behavior management, assists in the implementation of curriculum, and/or tutors pupils and performs a wide variety of related tasks as assigned.

The job of Paraprofessional Individualized Services Instructional Assistant is done for the purpose(s) of assisting and support for students with exceptional needs (moderately to severely disabled) as determined by their IEP and found to need Individualized Services Support. Under general supervision, assist certificated staff in the instruction, supervision, and training of individual students or groups of students by performing a variety of instructional and/or behavioral support and student care activities. The following duties and responsibilities may vary according to a student's Individualized Education Plan (IEP).

EXAMPLE OF DUTIES AND RESPONSIBILITIES:

- Accompanies students (e.g. medically fragile and/or physically handicapped) for the purpose of transporting and/or assisting students with transportation needs off campus to community based programs.
- Adapts classroom activities, assignments and/or materials under the direction of the teacher for the purpose of providing an opportunity for all special education students to participate in classroom activities and method to support and/or reinforce classroom and/or IEP goals/objectives.
- Assists in the administration of tests and specialized assessments for the purpose of meeting learning goals/objectives as described by an IEP and assisting teacher in collecting instructional and/or behavioral data, evaluating student's progress and interpreting results.
- Assists students in the performance of daily care (e.g. physical needs, restroom use, feeding, and dressing, etc.) for the purpose of meeting students' social and daily living skills.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities and/or IEP goals/objectives.

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- Confers with teachers, parents, support staff and/or appropriate community agency personnel, as may be required, for the purpose of assisting in evaluation of students' progress and/or implementing students IEP goals/objectives.
- Implements individualized pre-academic or academic instruction programs of study for the purpose of assisting the teacher in improving students' academic success through a defined course of study as described by an IEP and/or district benchmarks.
- Maintain the necessary records, data collection, and charting in accordance with the IEP goals/objectives.
- Lifts and transfers physically handicapped students for the purpose of assisting in their physical needs.
- Maintains students' files/records, scores (e.g. testing data) for the purpose of documenting activities and/or providing reliable information.
- Monitors special education students during assigned periods within a variety of school environments (e.g. in-school, after school, rest rooms, playgrounds, hallways, bus loading zones, cafeteria, parking lots, etc.) for the purpose of ensuring safe and positive learning environments.
- Performs record keeping and clerical functions (e.g. answering phones, ordering and distributing supplies, scheduling, copying, etc.) for the purpose of supporting the teacher and/or administrator in providing necessary records/materials.
- Responds to emergency situations (e.g. ill or injured student fights, inappropriate social behavior, etc.) for the purpose of resolving immediate safety concerns.
- Supervises the physical and health care needs of fragile and/or physically handicapped students, assisting with but not limited to (e.g. diapering, suctioning, tube feeding and other personalized services) for the purpose of assisting with the students' daily needs.
- Translates verbal and written communication(s) for the purpose of assisting students, teachers, parents, and/or site administrators in communicating effectively (depending on assignment).
- Other related duties as assigned.

MINIMUM REQUIREMENTS:

Knowledge of:

- Individual differences in children and teachers.

Ability to:

- Work successfully with teachers, support staff and children and other adults in a variety of educational situations;
- Meet the physical requirements necessary to safely and effectively perform assigned duties;

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- Maintain effective work relationships with those contacted in the performance of required duties;
- Learn and follow the practices, rules, and regulations of the District and the school or setting to which assigned;
- Dresses appropriately for a assigned school or setting;
- Maintain the confidentiality of child-, family-, and school-related information.

EDUCATION:

- High School graduate or the equivalent;
- Some college courses related to one or more of the following areas: psychology, sociology, child development and education.

EXPERIENCE:

- Some successful experience working directly with children and/or special needs children;
- Some knowledge of and experience related to children’s developmental stages and learning styles.

Approved: May 2005
Revised: December 2006